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ABSTRACT

This book is intended as a text or resource for preservice or inservice training of general and special education teachers, and has an orientation for the education of the mentally retarded that is values-based, issues-oriented, and practice-oriented. The 17 chapters are organized into four sections. The first two chapters are introductory and define key concepts such as "mental retardation," "curriculum design," and "curriculum decision making." Chapter 3 considers what is meant by "access to the general curriculum," and describes a framework of curricular modifications that provides access as well as a decision-making model. Subsequent chapters expand on the Individualized Education Program team's role by discussing person-centered, student-directed planning and student program evaluation based on themes of empowerment. Chapters 7 through 9 describe how to create a learning community, what classroom-level curriculum and instructional decisions can affect progress, and what teaching strategies work to enable students to progress in the general curriculum. Chapters 10 through 16 focus on specific issues including: achieving effective home-school partnerships; classroom management through positive behavioral supports; promoting self-determination; functional academics; community-based instruction; sexuality and social inclusion; and assistive technology. The final chapter provides a summary of the processes presented. (Contains approximately 375 references.) (DB)

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